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AUTHOR	Colhapp, Barbara; Miller, Lana
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ABSTRACT

The Carver County Library System (Chaska, Minnesota) conducted a project to demonstrate adult educational teamwork between libraries and literacy agents in the Carver-Scott two county area. The project, "National Issues Forums (NIF) for the New Reader," extended educational opportunities that encouraged new adult readers and the public to come together at library sites for discussions on significant public policy issues using easy-to-read issue books that utilize graphs, pictures, and summaries--devices that tend to appeal to the beginning adult reader as well as to the busy citizen. The project served a community of 50,000-100,000 people, and targeted inmates of correctional institutions, Adult Basic Education students, Indian tribes, and English as a Second Language students. Tutoring was done in small groups and classroom situations. Includes newspaper and newsletter articles, training curriculum agenda, summaries of discussions on welfare and education submitted to policymakers, copy of pre- and post-forum ballots on criminal violence, and photos of bulletin board publicity in the Chaska Community Library and a NIF group. (SWC)

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ED 415 875

Carver County Library System, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

Part 1: General Information

1. Name and Address of Organization Receiving Grant

Carver County Library System
4 City Hall Plaza
Chaska, MN 55318

2. Name and Telephone Number of Persons Preparing This Report

Barbara Colhapp, Project Manager (612) 448-4694

Lana Miller, Project Administrator (612) 448-9395

3. Grant Number (R167A84.167).

4. Grant Amount Awarded and the Actual Amount Expended

$25,000 awarded
$24,527 expended

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
X between 50,000 - 100,000 Total population of Carver and Scott Counties
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
___ Basic Literacy
___ Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)
X Other (describe) A National Issues Forum promoting dialogue among Adult Basic Education students and the public.

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
X Indian Tribes
___ Intergenerational/Families
X English as a Second Language
X Inmates of Correctional Institutions
X Other (describe) Adult Basic Education students

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham X Other (describe)
Some ABE students improved their reading skills using the Lockwood Intensive Phonics Method. It involves reading, writing, and pronunciation beginning with four consonants and one vowel.

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring _X_small group instruction
_X_classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _X_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.) The Challenger Reading Test was used to determine the reading level of the reading ABE students. It measures word attack as well as critical thinking answers at each grade level. Of the 11 ABE students tested:

(1) read above 12th grade
(3) read at an 8th grade level
(2) read at a 6th grade level
(2) read at a 3rd grade level
(1) read at a 4th grade level
(2) read at a 2nd grade level

ESL students were given the BEST test (Basic English Skills Test)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _X_ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Because we're from Minnesota, we do a great deal of outcome based education. The students' demonstration of his mastering to read, speak, and communicate. Because we're individualized in our ABE/ESL classes, we're all progressing at our own rate.

Progress was and is determined by how well students understand and apply concepts.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

A cirriculum for training community volunteers, weekly news releases to community newspapers, library in-house announcements promoting future NIF discussions, letters of invitation to policymakers in various areas of discussion subjects and choice selections for the participant to make after the discussion were some of the items produced.

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 40
Of those served, how many received direct tutoring service? 35
How many hours of direct tutoring service did they receive? 300-400
How many new volunteer tutors were trained? _____
How many current volunteer tutors received additional training? _____
How many volunteer tutors (total) were involved? _____
How many non-tutor volunteers were recruited? _____
How many service hours were provided by non-tutors? _____
How many librarians were oriented to literacy methods, materials, and students? 15
How many trainers of tutors were trained? _____

Community volunteers trained to continue facilitating NIF.

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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PART III NARRATIVE REPORT

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives are not met, if applicable.

The Library Services and Construction Act Title IV Library Literacy Program (LSCA) Grant was requested to demonstrate adult educational teamwork between libraries and literacy agents in the Carver-Scott two county area through a project titled "National Issues Forums (NIF) for the New Reader". The project extended educational opportunities that encouraged new adult readers and the public to come together at library sites for discussions on significant public policy issues using easy-to-read issue books which utilize graphs, pictures, and summaries-devices that tend to appeal to the beginning adult reader as well as to the busy citizen.

The forums provide excellent current social studies units on topics ABE/ESL students can relate to their present lives. Once the student was aware of the fact that the discussion topics were all current events reported on radio and TV, he was willing to read, listen, and share anecdotes which had formed his opinions about topics such as non-working welfare recipients, jailing all criminals, ignoring local racial minorities, and assuming a responsibility for the environmental crisis. The typical ABE student came to the forum with strong predetermined opinions and often left "stewing" over the special forum conversation. The

discussion choices tended to become more inclusive as students and other participants recalled facts and shared ideas and salient experiences. For the ABE student the forum was not the only impact because the forum subjects are a natural expansion for research reading and writing, providing opportunities to increase reading skills and persuasive writing skills.

GOAL #1: To motivate participants to improve their reading skills, and

GOAL #2: To enhance the self-esteem of non-readers and new readers through their participation in study of important public policy issues that affect their lives, to express their opinions and to direct their views to policy makers.

Certain principles of adult basic education are implicit in the NIF. New adult readers and non-readers are more likely to be motivated to read if the outcome has social policy or a community based purpose to it. Adults seek out education because they have a need for practical, usable knowledge, not because the program is required. All of the participating ABE students were volunteer learners. They were wrestling with a concern or a problem that had pressing national need and, as other citizens, had a concern to make an informed judgment.

Adult experiences provided the context for learning in the group discussions and were an important part of the educational exchange. For most ABE students it was a new experience to actively listen, agree, and civilly disagree on the basis of non-partisan information and the collective sharing of ideas and experiences. What a revolutionary style of education for the typical ABE participant.

At one of the public forums on The Health Care Crisis: Where do We Draw the Line?, two families said they had to choose between going to the doctor and missing work or taking their children to the doctor. One ABE mother said, "I work to pay health insurance and at the end of the month, after calculating gas for work, I have less than $1.00 left." These statements were made in the presence of a local hospital foundation officer and two insurance billing agents from large community health providers.

Throughout the two-county system, clergy, mayors, four probation officers, an assistant county attorney, and a newly elected member of the Minnesota House of Representatives, participated in Criminal Violence: What Direction Now for the War on Crime. Often the discussion began with the attitude there is no help for those who commit violent crimes. It ended with the conclusion that maybe it is cheaper, more humane, and makes better sense to spend dollars on early family intervention, providing education in basic learning, parenting skills, problem solving techniques, positive forms of socialization and employment skills. "Positive family images", stated a New Market mechanic, "must be present during childhood years (0-9) to build self-esteem."

The Superintendent of Schools in Belle Plaine heard harsh words about state and local school policy as a result of the forum on Education: How do We Get the Results We Want. In most discussions, people tended to become compromising and say, "Yes, I see why you prefer another choice." Simply sharing knowledge and anecdotal experiences tended to shift attitudes and increase

tolerance among the ABE students and other citizens in the discussion groups.

Goal #3: To promote library use for new readers and non-readers and increase the comfort level for these new library users.

At least one discussion was held in each of the twelve libraries in Carver and Scott Counties with a total of twenty-eight discussions. All the literacy students obtained library cards and were informed about the wide range of information that could be accessed: books, magazines, videos, talking books, story hour, special children's programs, consumer information, medical information, duplicating, and typewriter rental. This was a new awareness for most beginning readers, plus the fact they had actually had an oral discussion in the library. Talk about user friendly!

Goal #4: To promote cooperation between literacy providers and the library.

In October, 1992 the literacy facilitators, teachers/tutor volunteers, directors of Community Education, and all the Carver/Scott branch librarians were informed about the NIF discussion project. The teacher at the Savage Indian Community School and the tribal leader were contacted asking their support. A group of young mothers receiving AFDC (Aid to Families with Dependent Children) contacted through the Expanded Horizons Program were particularly eager to address the child care, welfare, and health care problem. One discussion dealing with health care had twenty-two senior citizens and seven ABE students. Throughout the program, literacy providers and librarians worked closely together

to provide successful forums in their communities.

Goal #5: To provide volunteer discussion leaders for each community who will keep the Forums going when the project year ends.

To complete this goal, the services of Shirley Georgie, an experienced NIF discussion trainer, were contracted. Invitations to a training session were mailed to local Chambers of Commerce in the two counties, churches, civic organizations, and nine local newspapers as well as discussion participants. Twelve people new to NIF from the two counties attended. The twelve participants were introduced to the NIF format and facilitator's material. Participants practiced skills in clarifying the nature of the issue and exploring policy options by applying open ended critical thinking questions. They learned how to push participants to areas of agreement and disagreement, how to learn from the individual what is valuable to him/her about his/her choice and how to evaluate the costs and benefits involved in policy choices. Finally, they discovered how to provide closure so all participants can articulate why this is a difficult issue, what are the shared understandings and what have they learned at the forum that they can take back into their community and political debates. A copy of the training curriculum is contained in the exhibits. This training was February 9, 1993 from 6:00-9:00 p.m. in Chaska. It appears that four communities will continue the discussions in 1993-94.

2. Provide a comparison between proposed and actual expenditures by budget category.

	Proposed	Actual
Salary and Wages	$19,240	$19,339
Fringe Benefits (FICA)	2,510	2,522
Supplies	250	229
Library Materials	1,500	2,111
Other	1,500	326
	$25,000	$24,527

3. Provide, as appropriate, specific details as to the activities undertaken, e.g. if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

Two main sources of library materials were available to the participants: The NIF issue books purchased by the grant, and reproduced newspaper articles on the discussion topics. The issue books are available on three new current policy topics each year. There are now nineteen policy topics available. Each topic is published in a regular edition written on a twelfth grade reading level and an abridged version written on a fifth grade reading level. The latter has more graphs, pictures, and white space which is generally considered more user friendly to new adult readers. These issue books provide a common framework and a catalyst for the discussion. Also included in each book is a pre-forum ballot to be filled out by the participant before any reading or discussion and a post-forum ballot to be filled out after the forum. A sample is contained in the exhibits. The purpose of the ballots is to determine how the participant feels and thinks about the issue before and after the discussion. The ballots are collected by the facilitator and mailed to the Kettering Foundation where they are

tabulated to determine the "public voice". Each spring this summary is presented at the National Press Club in Washington and broadcast by the Public Broadcasting System. Four weeks before each discussion date, the issue books were sent to the hosting library for distribution to discussion participants. Reproduced newspaper articles suggested by the Minneapolis Star Tribune on NIF discussion subjects were also available.

To provide volunteer discussion leaders to keep the Forums going when the project year ends, an experienced NIF discussion trainer was hired. Her services are fully explained in Part I.

The services of Barbara Colhapp, ABE/ESL Lead Teacher, were contracted from the Carver-Scott Educational Coop. As project manager, Barbara was both the discussion organizer and the discussion leader. As discussion organizer, it was necessary to make the logistical arrangements. That involved conferring with the branch librarian, the local ABE teacher, and the Community Education Director to set dates for the discussion and to identify the specific topic for discussion. The news releases recruiting participants for the discussions were then written and mailed so that the local community paper could print a different release for each of the three weeks preceding the discussion date. Also, letters were mailed to specific policy makers in the community and/or legislatures. Barbara delivered issue books to ABE teachers for classroom use in preparing their students for the discussion. As discussion leader, Barbara encouraged participants to attend future discussions and to contact policy makers. In addition to

coordinating the discussion groups, Barbara determined the agenda for the NIF training and was responsible for recruiting future forum facilitators and writing the final report.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

Lana Miller, Assistant Director of the Carver County Libraries, administrated the NIF project. Weekly meetings with Lana and the Project Manager were held to discuss immediate and long-term planning, to evaluate the procedure for forum implementation, to utilize the Carver-Scott County inter-library communications systems for transporting issue books and videos among libraries, to capitalize on Lana Miller's computer publicity handouts for discussions held in both Carver and Scott Counties, and most importantly, to provide a link between library administrators and branch librarians who distribute issue books, promote discussion forums and generally answer a plethora of questions. Five librarians arranged their schedule so they could participate in the study circles. All twelve branch librarians were a capable resource to the Project Manager and to the public and provided a hospitable atmosphere at all the library sites.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Discussion topic dates of each local forum were determined by the local ABE facilitator, community education director and branch librarians. Study forums were most often held during the regular

ABE evening class time so students would have the choice of going to class or attending the public discussion. The ten ABE facilitators' roles were to encourage the students to share personal productive stories in connection with facts in the issue books.

The project manager made monthly reports regarding the project to the advisory committee made up of Lana Miller, Assistant Director of Carver County Libraries, a branch librarian from Scott County Libraries, the Laubach coordinator for Scott and Carver Counties, a Laubach tutor, a community education director, two ABE teachers, and other citizens interested in literacy. The members commented on the press releases in the Community Education brochures and the nine weekly newspapers and the volunteer training. Twice the state NIF organization has been updated about the discussion grant.

The Community Education Directors in Chaska-Chanhassen, Norwood-Young America, Waconia, Watertown, Shakopee, Savage, Prior Lake, Jordan, Belle Plaine, and New Prague printed dates of the study circles and other salient information to encourage citizen involvement.

A genuine effort was made to have present at each forum a community/state or business policy maker. Specific agencies with expertise on particular discussion issues were invited because of their impact on policy making. (The invitations were sent to agencies in both Carver and Scott Counties.)

Social Service Directors: (Welfare and Health)

Board of County Commissioners: (Welfare and Health, Criminal Violence, Environmental Protection)

Carver and Scott Counties Sheriff Department: (Criminal Violence)

Court Administration: (Criminal Violence and Welfare)

County Correction and Court Services: (Criminal Violence)

Housing and Redevelopment Authority: (Welfare)

Minnesota Extension Service: (Health, Environment)

Environmental Services, Carver County: (Environment at Risk)

Chief of Police, Shakopee, Chaska, Chanhassen, Watertown, New Market: (Criminal Violence)

Minnesota Correction Facility, Women's Prison, Shakopee, MN (Criminal Violence)

University of Minnesota Landscape Arboretum: (Environment at Risk)

Chambers of Commerce, Shakopee, Chaska, Savage: (Economics)

Jordan Independent Newspaper Editor: (Freedom of Speech)

Area Legislators: Senator Terry Johnston, New Prague; Representative Carol Molnau, Chaska; Representative Tom Workman, Chanhassen; Representative Becky Kelso, Shakopee: (People and Politics, The Health Care Crisis, Criminal Violence)

The agencies and area legislators were asked to participate in the round tables as participants. They almost always enhanced the quality of discussion by dispelling myths so that a public voice in the conversation began to emerge articulating community areas of agreement, areas of disagreement, and areas where more new thoughts and insights were needed. Also, certain business corporate leaders

were specifically invited for their expertise. For example, representatives from six local corporations shared their knowledge of business and government coordination, loans, and hiring practices on the topic Economic Prescription for Prosperity. The largest two employers of minorities in Carver and Scott Counties told of the risks that go with expanding businesses, creating jobs, producing affordable goods, and bringing a high standard of living to most Americans. As a dubious payment in return, employees want higher salaries and the community wants investment risk takers to pay high taxes on capital gains. The business representative at the Economic Crisis forum discussed the conflicts of free market practices, government investment policy, and the national plan for industrial economic growth. Participants left sharing understanding of the nation's split between the haves and have nots.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

Library Site	Frequency of Discussions
Chanhassen Library 690 Coulter Drive Chanhassen, MN 55317	One
Chaska Community Library 3 City Hall Plaza Chaska, MN 55318	Six
Waconia Library 101 South Elm Street Waconia, MN 55387	One
Watertown Library 201 Angel Avenue SW Watertown, MN 55388	One

Young America Library Main Street Young America, MN 55397	One
Belle Plaine Branch 127 South Cedar Street Belle Plaine, MN 56011	One
Jordan Branch 230 South Broadway Jordan, MN 55352	One
New Market Branch 50 Church Street New Market, MN 55054	Two
New Prague Branch 400 East Main Street New Prague, MN 56071	One
Prior Lake Branch 16244 Main Avenue SE Prior Lake, MN 55372	Eight (Seven Volunteer Facilitated)
Savage Branch 4341 West Highway 13 Savage, MN 55378	One
Shakopee Branch 235 South Lewis Street Shakopee, MN 55379	Four (Two Volunteer Facilitated)

In addition to the library sites, NIF discussions were held at Scott and Carver County jail sites and the Klein House Adult Learning Center which has weekly on-going ABE/ESL and literacy volunteer discussions. ABE students have accessed the library for additional historical perspectives on the drug and environmental topics.

7. Describe the impact of the Federal project on the on-going program of the grantee.

The purpose of NIF in the ABE/ESL classroom, as well as in the community, is to help citizens "talk through issues", to stimulate a different kind of conversation, and have more informed positions

beyond personal opinion. Four local ABE teachers are noting that students want to express themselves with factual evidence and have learned a conversational style that promotes compromise. Unlike debate where there are only winners and losers, these low-key discussions enabled students to leave with a sense of empowerment and self-esteem rather than leaving feeling defeated or angry. A forum of eight students at the Klein House Chaska Adult Learning Center is researching easy-to-read supplemental materials to the non-partisan issue books. This is a real change from the usual depth of study new ABE readers normally pursue.

ABE and Expanded Horizons instructor, Sharon Willgohs, stated, "I'm pleasantly surprised with the poor adult reader's ability to better come to grips with the pressing national issues of racial inequality, energy resources, and the environmental predicament. A false assumption of ABE students is that as non- and poor readers, they have few ideas and little to really share; however, they have learned coping skills that allow them to use inductive, deductive, and casual reasoning skills. The student guided through the abridged NIF books are often excited with a sense of urgency to learn issues that have just been revealed to them. Allowing students time to reflect and to practice processing unique information they don't normally hear in other conversations has impacted their self-esteem. This is evident in their confident body posture, their assured tone of voice, and the increase in concensus around the ABE/ESL discussion forum. Finally, the ABE students are adopting the forum language." A welfare mother said,

"I could live on minimum wage if I didn't have to worry about my kids getting sick and not having enough money to pay doctor bills." During the discussion on environment, a 19 year old student said, "I'd be willing to give up more take home pay if I could have cleaner water where I fish." For a person on minimum wage, this is indeed a hard choice and that is what drives the NIF choices in every issue book.

NIF has been the vehicle that has changed apathetic students and non-voters into eager citizens. For example, the Women in Transition program (young single mothers on AFDC) visited Representative Kelso, Senator Terry Johnston, and Representative Bodhal after class discussions on Welfare Reform and Health Care Crisis.

The grant encouraged the ABE/ESL students to attend the Joint Community Forums. Because thirty-five students did attend over the course of seven months, maybe that is what triggered four ABE facilitators in the Carver-Scott County area to begin a multi-weekly usage of NIF in the classroom.

During the community forums, it was disappointing that more ABE facilitators did not attend discussion circles with their students. It is my belief, upon reflection, that the community participants would have heard a widely different personal perspective on crime, welfare, health care, environment, economy, energy, civil rights, minorities, and education. I believe that with a 50% attendance of ABE students, there would have been a fuller exchange of views on the choices and issues involved, a more

intense airing of differences, a greater passion for tolerance of divergent viewpoints, and a sense of urgency to seek common ground. A different level of conversation existed when ABE students shared their values and experiences with public policy. Poverty and lack of education simply produce a different approach to how one sees the world.

The community participants in Carver and Scott Counties generally found it unbelievable that a forum process existed. A Jordan, Minnesota participant stated, "I came because I could talk and not be talked to. I could hardly believe the news releases inviting the community to share conversation concerning The Boundaries of Free Speech How Free is too Free. Why haven't I head of this before?" In Watertown, Minnesota, six high school seniors joined a community forum. Criminal Violence: What Direction Now For the World on Crime, nine months after a classmate shot another classmate; a 17 year old neighbor of the assailant agonized, "If we'd had this information eight months ago, our community would have had a guide for healing and understanding." In Belle Plaine, Minnesota, during a discussion on education, a mother with school age children wondered why schools spend a large part of their resources on special needs students who will not likely become taxpayers. I cite these examples of conversations to support the premise that another year of directional community NIF would likely have made the forum on-going in more than a third of the twelve communities which have committed volunteers to continue NIF. On the other hand, community empowerment was a major objective. NIF

attendees came to the round tables out of a sense of civic duty; it was important that they leave with a sense of power. Participants were given a sheet of names, addresses, and phone numbers of local, county, and state policy makers. They now could say with a "public voice" how those policy issues affected their everyday lives. When real issues get discussed, personal, racial, and economic differences of the participants often surface altering the aura for the forum.

SUMMARY AND CONCLUSION

The purpose of the LSCA Title VI Grant was to bring together new adult readers and other citizens to discuss meaningful public policy issues using the NIF format. ABE facilitators were encouraged to prepare students for the forums by studying the abridged issue books and holding classroom roundtables. The general public was made aware of the community forums through their local newspapers, community education brochures and/or leaflets posted at the local library. The project manager wrote news releases, coordinated and facilitated the discussions, and planned the discussion facilitator training available to participants and community leaders.

The fact that the Minneapolis Star Tribune chose September, 1992 to launch state-wide issue discussions was serendipity for our project. The Tribune acted as a liaison connecting some study circle participants with study circle facilitators. Six people were referred to our program before any local publicity was printed. Also, the fact that 1992 was a national election year

contributed to a need for informed community discussions. ABE/ESL students felt they should have a background in election issues which contributed to their eagerness to participate in the round table discussions. One of the elected candidates for the state legislature said, "Citizen concern for crime was the number one issue in eastern Carver County," validating the topic Criminal Violence, What Direction Now For the War on Crime. Citizens are proud to have been part of the health care issue topic and seem grateful that the data gathering has been on-going for months. The contributions of the leading metro newspaper and the November election were timely events stressing to voters the need to have impact into policy discussions. The media seemed to contribute to the belief that an informed public is more likely to have influence on the legislature.

So what happened in the twenty-eight public forums at the twelve Carver and Scott Library sites? At the ends of most discussions the consensus was that the participants want universal health care, a more equitable welfare system, safer streets, better schools, and clean air. They want Americans to work together to overcome the scourges of racism and poverty. An accountant who attended Chaska's six forums said, "These discussions have given me a better handle on what's going on in Washington. I've learned they're not easy choices to make. Not everybody is going to be happy." A young mother on welfare startled the group say, "I'm willing to give up a lot of services to get help to fend for myself." The more talk, the more participants realized that hard

choices involved compromise and sacrifice.

At the local level, there have been some carryovers of the NIF program beyond the Carver/Scott project. An aide in the Chaska ABE/ESL program, who is also in pre-law, presented the Criminal Violence issue books and pre and post forum ballots to his criminal law class. Discussion rather than debate and arriving at "shared consensus" was a new concept to many students.

ABE facilitators in the two county jail systems discussed the Criminal Violence and Freedom of Speech topics. Approximately nineteen inmates participated. At the state level, the Minnesota Department of Education sponsored a conference for community education directors on planning and coordinating programs. The project manager was asked to speak regarding the project and suggested that through the NIF process the community team could "work through" to an informed and shared consensus of purpose and risk taking the community education.

The writer, after facilitating nineteen community discussions, concludes with a sense of urgency that public places for citizens and public officials to discuss policy issues must be found. Good grief! More talk? The opportunities for conversation are already endless; however, at the twenty-eight library site discussions and certainly at the ABE/ESL in-school study circles, citizens having had a positive interaction want a continuing, give and take relationship with policy makers.

EXHIBIT INDEX

1. Chanhassen Villager, December 10, 1992

   A feature article reprint from the Chaska Herald explaining the National Issues Forums in Carver and Scott Counties.

2. Prior Lake American, November 30, 1992

   A feature article about one forum at the Prior Lake Library.

3. Public Library Newsletter, November, 1992, Office of Library Development and Services, Minnesota Department of Education

   A news article about the literacy grant in Carver and Scott Counties.

4. Library Hotline, March 15, 1993, the weekly newsletter from Library Journal and School Library Journal

   A news article explaining the $25,000 LSCA grant.

5. Curriculum listing for the facilitator training

6. Summary from discussion on welfare submitted to policy makers

7. Summary from discussion on education submitted to policy makers

8. Copy of NIF pre-and-post forum ballots on criminal violence

   Submitted by a twenty-eight year old, female, adult basic education student.

9. Photos of bulletin board publicity in the Chaska Community Library and a NIF group interacting.

Chanhassen Villager December 16, 1992

National Issues Forums

Neighbors discuss issues important to all

By LaVonne Barac

In Prior Lake 10 people participated, in Chaska just five showed up. As many as two dozen have come to some meetings. In what are these folks involving themselves?

They're part of a grass roots effort, called National Issues Forums, which prompt ordinary citizens to discus national issues.

Locally, forums are held to discuss a variety of issues. Groups meet in all of the 12 libraries in Carver and Scott counties. People come and go. Some attend all sessions in their area. Others attend only those that are of particular interest to them.

The next meeting in Chaska will be at the Chaska Library on Thursday, Jan. 7 at 6:45 p.m. The group meets in the main floor conference room, which is shared by the library and city government. The upcoming topic is "Remedies for Racial Inequality: Why Progress Has Stalled, What Should Be Done."

The National Issues Forums are part of the Public Agenda Foundation, a nonprofit, nonpartisan organization devoted to research and education about public issues, and by the Kettering Foundation. The forums have been held for about 10 years.

Each year, topics are selected for discussion. Issue books are written for each topic, with each book giving different ideas on how our nation might attack the problem. People read the booklets, in long or abridged version. Then they meet with others in their communities to discuss the issues and to state their positions.

Each session includes opinion ballots. Participants each fill out a pre-forum ballot that describes their attitudes prior to discussion. Then, at the end of discussion, they complete a post-forum ballot. If someone changes attitudes as a result of the discussion, it will be reflected in the ballots.

Information about each group's positions also is forwarded to national headquarters, and reported to local and national leaders as the results of the nationwide discussions. And, participants are encouraged to write their local, state and federal legislators on issues important to them.

NIF discussion groups can be found in colleges and universities, libraries, service clubs, and other groups.

The National Issues Forums came to Carver and Scott County with the aid of a $25,000 federal Department of Education, Library Literacy Program grant. Carver County Library Administrator Mary Heiges is very pleased to have received the grant, since she added not many were awarded. The library systems and literacy programs in the two counties participated in writing the grant application. Grant monies fund the materials and staff support needed for the program.

The program began in October and will continue for 47 weeks. In some communities, more than one gathering has occurred. Other communities are still waiting to begin. In the Carver and Scott County program, an effort is being made to get new readers and non-readers involved by working with literacy service providers. A side benefit is that those involved in the program are likely to become better users of their local libraries.

Last week in Chaska, the issue was "Prescription for Prosperity: Four Paths to Economic Renewal."

Five people, from various walks of life participated. Since the issue was economics, moderator Barbara Colhapp said she had invited six Chaska corporate CEOs to join the discussion, adding she thought they could provide some insight from a business perspective.

None of them participated. Four had their secretaries decline, one didn't respond, and one CEO called to say that business — at the moment — was booming and he simply didn't have the free time.

Participants discussed four options for renewal of economic prosperity. They were: "Free Market Strategy: The Wealth of Nations"; "Public Investment Strategy: A New Deal for the 1990s"; "Debt-Reduction Strategy: Living within Our Means"; and "Industrial Policy Strategy: Partners in Prosperity."

Talking about the options, one Chaska participant, Bill Pearce, said, "The government doesn't have any accountability," adding that there is accountability in the private sector. He had been talking about unsuccessful businesses going broke, while unsuccessful governments just raise taxes. But his comment brought a rejoinder, as Arla Ostlie noted the many corporations that have not been accountable. She and others joined in to cite environmental degradation, hiding pharmaceutical test results and other absences of accountability. All of which prompted Al Herzog to note, "but the government is us."

"What's missing?" asked Al's wife, Mary Herzog. "What will cause human nature to change? Do we all need more involvement?"

Last week's topic dealt with economics, but there is a wide range of subject matter. Among the 16 issues that participants may choose to study are topics as diverse as "The Day Care Dilemma: Who Should Be Responsible for the Children?" and "The Boundaries of Free Speech: How Free is Too Free?"

Those who participate decide which of the books they will read and discuss.

Participants come to the forums having read either full length or abridged issues booklets that attempt to generate thinking, while remaining neutral on the positions. For example, in the "Prescription for Prosperity" materials, there is background information on a free market economy, a public investment plan, a debt-reduction plan, and an industrial policy plan.

Of the debt reduction plan, the material states "advocates say it's time for elected officials to find the courage to explain the deficit problem and take needed actions.

"Critics...say the mistake is not in borrowing or in the deficit, per se. The mistake, they content, is borrowing to improve *today's* standard of living. They favor borrowing to invest in the *future* through education that will strengthen research and productivity..."

The discussions are meant to be non-threatening, open explorations of topics. And, it is expected that people may come to new conclusions in a discussion setting.

"Last night's group came in very capitalistic," said moderator Colhapp of a Prior Lake meeting. "When the left, they were very socialistic. That was very interesting."

(LaVonne Barac is the editor of the *Chaska Herald*.)

Chanhassen forum to focus on crime

A National Issues Forum will take place in Chanhassen sometime in February. Although a date has not been picked, the topic of discussion will be "Criminal Violence: What Direction Now for the War on Crime?"

For information on the forum, contact Barbara Colhapp at 448-9356.

BEST COPY AVAILABLE

Talking issues to a point Nov 30.

Health care system is topic of first community round table discussion

Health care issues were the topic of discussion during a lively community round table discussion that took place Nov. 19 at the Prior Lake Library.

The eight area participants spent several hours discussing alternatives to health care, including proposed major and minor changes in health care insurance, according to Kay Louis, the Scott County Extension agent who helped coordinate the program, which is connected with the "Minnesota's Talking" series being presented through the Star Tribune.

At the end of the evening, the majority of participants decided that they would prefer to see "radical surgery" on the health care delivery system. They said a national health care system, similar to the one in Canada, would likely be the best option for residents of the United States.

Stating that medical care is a right, not a privilege, they said a national health care system would be most likely to encourage preventative care, allow a choice of doctors and hospitals, regulate health care costs, simplify administration of health care, and provide lower costs to the average person and business owner than what they currently pay for health insurance, even if it means an increase in income taxes.

Some participants did express concerns about possible negative results of a national health care program. They said they believed quality of care may be affected and that special care may be limited so only some can get certain operations. They also believed that it could result in less technology being developed, high unemployment in the insurance industry, and lower pay for doctors, thereby discouraging some from entering the profession.

The participants did not look favorably on the health care proposal being presented by President-elect Bill Clinton, said Hilary Toren, the Prior Lake librarian who attended the session. She said she had originally favored that plan, but after listening to the other participants, she agreed that it could have many problems.

Under the Clinton proposal, businesses would be required to provide medical insurance for both full-time and part-time employees and their families, or pay a hefty additional tax. The government would provide coverage for the unemployed to make sure everyone had coverage.

However, Toren said that the members of the round table pointed out that most employers would likely offer very basic coverage because of the high cost of insurance, plus employees would still have a risk of being dropped from a private health insurance plan or having benefits limited. The cost could also put many small businesses out of business, said participants.

"It was really interesting listening to what everyone had to say. I learned a lot and it changed my

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Laurie Hartmann
Publisher

Jim Riccioli
Editor

Claire Robling
Staff Writer

Tom Cerar
Display Advertising

Nancy Kiecker
Display Advertising

John McRae and John Mueller
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Discussion

from page 2

mind," said Toren, adding that the people who participated were an interesting blend of citizens. Among them was a retired hospital administrator, a woman whose son has no health insurance and whose mother is in a nursing home, several young women, and an employee of a company that provides services to health care workers.

"It was a good mix of people and ideas," said Toren.

Another public forum/study circle will meet at the Prior Lake Library from 6:30 to 8 p.m. on Tuesday to discuss the welfare system in the United States.

Discussion materials to help participants focus on what the nation can do for its poor can be picked up at the library in advance.

For more information, call Toren in the afternoon at the library, 447-3375.

Public Library Newsletter

Volume 23, Number 11 November, 1992

LSCA FOR FY 1993. Congress has approved and President Bush has signed a measure which cuts U.S. Department of Education library program funding for FY 1993 by .8 percent below FY 1992 levels.

MINNESOTA TALKS. Dozens of small groups have organized around the state to discuss public issues topics in the series sponsored by *The Star Tribune* and Minnesota Public Radio. Although it seems easy for groups to organize and possible for them to proceed with a minimum of training, groups find it difficult to obtain the recommended basic readings. Libraries can make a substantial contribution to the quality of this program by providing background booklets produced by National Issues Forums and the Study Circles Resource Center. Where discussions are taking place, libraries can contribute by making 10-12 copies of each issue available. Where groups want more depth, libraries can provide additional material. To share and obtain resource ideas and tips on this project, contact the Minnesota Study Circle Network: 612/224-4801; FAX: 224-4827; BBS: 224-8086.

LITERACY GRANTS. The United States Department of Education announces two literacy grant awards made to Minnesota libraries. Carver and Scott county libraries share a joint project among their eleven sites. The program funds a year of group discussions which bring together in the various communities literacy students and culturally diverse populations with other residents to deliberate public issue topics. Sessions which began in October will use topics in the "Minnesota's Talking" series, sponsored by *The Star Tribune*, and other topics of interest. Barbara Colhapp of Chaska Community Education is contracted to carry out the program; Carver County Library is the fiscal agent. Minnesota Valley Regional Library received funds to support literacy programs in the Mankato area through library and tutor materials and a sophisticated workstation program. The workstations offer advanced software and laser disk contents of *Beyond Words* and *First Page* survival skills programs. The workstations support tutors with learner-responsive skills development programs capable of pronouncing in a human voice every word shown on the screen. Work stations, operational by January 1, will be used and available for demonstrations in Mankato at the library, the law enforcement station and three at Lincoln Community Center which holds literacy classes. John Ferguson is the coordinator of this program.

SALES TAX GUIDELINES. On July 1, 1992, the Minnesota Department of Revenue issued a 2 page list of guidelines to help libraries determine what is taxable. Copies are available from the LDS library or Minnesota Department of Revenue, Technical Support, Mail Station 4453, St. Paul 55146-4453, (612) 296-6181, 1-800-657-3777.

RESEARCH AWARDS. The Library Research Round Table of MLA presented honorable mention certificates at the annual conference in Brainerd for two research projects. The Round Table recognized Deborah Brude for her study, *Moorhead Technical College Library Media Services Survey and Report*, July 1992, which uses a multi-level assessment to determine the need for proposed services in this school. The Round Table also recognized Dr. Suzanne H. Mahmoodi, principal investigator, for a two part work on the functions and staff development needs of paraprofessionals, a project undertaken for and reported to ALA's Office of Library Personnel Resources. Mahmoodi, with Mary M. Wagner, developed *Education & Staffing of Library Support Staff: a focus group manual*, which was used to conduct the assessment. Subsequently, Mahmoodi and others trained leaders of the focus groups and Mahmoodi analyzed the recorded results of 500 participants in 49 groups over 11 states. Her report, *Paraprofessionals: What Are They Doing? What Are the Trends? How Do They Get to a Desired Future?* was submitted to OLPR in January 1992. Copies of these studies are available from the LDS Library.

MORE. Minnesota Opportunities for Reference Excellence trainers have completed a training packet to accompany the new ALA Video "Does This Completely Answer Your Question?" The packet includes suggestions for using the video to reinforce some of the concepts and behaviors taught in the MORE Basic Workshop. They hope that combining the video with materials that were developed for MORE will provide an easy to use program for staff development/continuing education. The video and packet can be reserved through the LDS Library.

MOTSE. A pilot Cataloging Basics Workshop was held

Office of Library Development and Services **Minnesota Department of Education**

440 Capitol Square Building • 550 Cedar Street • Saint Paul, MN 55101-2273 • (612) 296-2821 • Darlene Arnold, Editor

Spanish, through a program funded by USWEST and Friends of the Library. Both organizations donated $500 to pay for the classes.

Library officials worked with Salt Lake Community High School to develop customized language instruction for librarians who work with the public. A Spanish instructor spent time with librarians during their work day to learn the types of questions people ask when they visit the library. The course was developed with those specific needs in mind. In addition to language instruction, during the two-hour per week classes, librarians also learn about cultural differences which are important in the communication process.

"If this pilot project is successful and funding is available, we will continue the instruction and offer it to more of our employees," said Nancy Tessman, deputy director of the library system. "One of the goals is to improve our efforts to reach members of an increasingly diverse community."

San Diego, Schaumburg, IL, Dedicate New Branch Libraries

Grand opening ceremonies for the new Scripps Miramar Ranch Library Center of the San Diego Public Library, CA, were held on March 13. The 21,700 square foot structure includes a children's room, adult reading area, and a large community room equipped with a full service caterer's kitchen. The building features ten art glass works commissioned by the Friends of the Library. They were designed and fabricated by Richard Spaulding whose glass works are featured in public libraries in Seattle and New York City.

The $6.4 million building is located on land donated by Currie-Samuelson Development Group. It will replace a store front branch which opened in 1986.

The Hanover Park Branch of the Schaumburg Township District Library is directed primarily toward children. Reflecting this emphasis, the branch boasts an environment including a castle motif, dinosaurs, and an Egyptian tomb.

Hanover Park is the second branch of the Schaumburg library. The 3000 square foot store front facility will be dedicated on March 20.

LSCA Grant for Issues Forum for New Readers in Carver Co., MN

A $25,000 LSCA Title VI Library Literacy Program grant is allowing the Carver and Scott County Library Systems, MN, to implement a year-long project called "National Issues Forums for the New Reader." The project enables adults in literacy programs to participate in discussions of significant public policy issues by using background materials written at lower reading levels. Topics range from "Remedies for Racial Inequality," to "The Day Care Dilemma." The discussions have proven valuable in helping adult learners feel more confident, better informed, and part of the community.

The grant includes discussion moderator training and materials purchases. Several of the groups meeting in 12 branches of the two library systems plan to continue the discussions on their own after the grant has expired. Although targeted at the adult literacy student, the discussions have also been popular with the general public.

ALA Youth Unit Staff Changes Relate to Library Power Project

The American Association of School Libraries (AASL) and the Young Adult Library Services Association (YALSA), divisions of the American Library Association (ALA), have announced three staff changes as a result of the recently awarded grant for the National Library Power Project from the DeWitt Wallace-Reader's Digest Fund.

Barbara Herrin, former AASL deputy executive director, is director of professional development for the National Library Power Program. Prior to serving as AASL deputy for five years, Herrin was associate professor/assistant dean of the School of Library & Information Management at Emporia State University, KS. She is a past president of the Kansas Association of School Librarians.

Pamela Kramer replaces Herrin as AASL deputy director. She has been a school library media specialist for more than 20 years working in Barrington and Libertyville, IL. She also served as public library director in East Moline, IL. Kramer is a founding member and past president of the Illinois

Training Curriculum Agenda

1. Role of the Forum in Our Nation's Public Policy Dialogue

2. Moderator's Role

   a. How to Begin a Forum with an Icebreaker
   b. How to manage a forum
   c. How to prepare open-ended questions that promote critical thinking
   d. How to resolve conflict
   e. How to bring a forum to closure

3. Participant's Role

   a. Listen actively
   b. Talk about feelings and values as well as facts
   c. Focus attention on the issue being discussed
   d. Come to the forum having read the materials

4. Participation in a Mini-forum

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Summary of November, 1992, comments from discussions Welfare: What Should We Do For Our Nation's Poor

Courses of Action Most of us Can Live With

- Welfare should be a safety net for everyone
- Less gap in income helps families establish independence
- Incentives and means to move out of poverty
- Government shouldn't be solely responsible for solving all our problems
- Services should educate the whole person

Areas of Disagreement

- Co-location of social services not necessarily the answer for economic independence
- Acceptable level of poverty
- Jobs are preferable to accepting welfare
- Universal health care

Directions/Hard Choices Not Able to Resolve

- How do we help people get more choices
- What will work best?
- Finances - what is acceptable
- Middle class and rich-less entitlements would decrease the budget (1) Social security, (2) Educational opportunities paid for by government

New Thoughts - Insights

- Industry response
- Government job programs
- Need for coordination of social services: job training, education, medical, child care
- Less gap income for minimum wage job vs. staying on welfare

Cut Welfare For the Able

- 30% are able
- Who determines able?
- Except mothers of youth - age 1-5
- Increase minimum wage to encourage economic independence

Increasing Welfare Benefits Will Give the system a Chance to Work

- Less costly to educate and train
- What are basic necessities - health, housing, food, transportation access, clothing, heat, education

Co-location Services - Expand the Social Welfare System to be More Inclusive

- This could include: Service for entire family, money for work, expectation is that people will be more motivated to become self sufficient
- Day care
- Public service jobs to establish habit of going to work
- Tests - vocational assessment
  a. Build on individual's strength
  b. Build self esteem skills

- Better off than staying at home
- Voluntarily - don't collect
- Labor pool
- Habit to go to work
- School bus
- Build on strengths of individuals
- Self esteem skills
- Expand medicine

Short Term Public Assistance

- Subsidy to a day care center
- Health benefits
- Education
- Transportation
- Less likely to become stuck in system
- Some help for the working poor
- Tax home-ownership breaks
- Deductions
- Corporate incentives
- College grants

CC: Represenative Carol Molnau
Senator Terry Johnston
Carver County Board of Commissioners
Scott County Board of Commissioners

OPEN FORUM DISCUSSION
EDUCATION: HOW DO WE GET THE RESULTS WE WANT?
BELLE PLAINE PUBLIC LIBRARY
MARCH 22, 1993

Six concerned Belle Plaine citizens met to discuss the future of public education on March 22, 1993 at the Belle Plaine Public Library. Barbara Colhapp, facilitator, had distributed booklets prior to the meeting outlining the definition of the problem, what can be done about the problem, where to begin tackling the problem, and what results we can expect to see using open forums as conduits of our concerns. The booklet presented four options: A Business Approach, Professional Educators, Market forces, and A Community Approach. These perspectives were discussed, as well as other forms of necessary changes to the current public educational system. This article will attempt to summarize the discussion that ensued, and give insights into the views held by the group.

Regarding the business approach, the group felt that there is a lack of accountability in the educational process. As outlined in the business approach, most people in the group felt that schools should be run using management techniques that have proven successful in business; that managers should be held responsible for the results. Some of the group members felt that a national program of testing to evaluate students' progress should be employed to make schools accountable for levels of learning, while others thought this could jeopardize critical learning skills and possibly force teachers to concentrate on "teaching the test."

While discussing the professional educators approach, everyone agreed that state mandates and "red tape" should be lessened in the school systems, and that teachers spend too much time meeting bureaucratic requirements and not enough time teaching. We must relieve teachers and principals of much of their busy work and let them do the jobs they were trained to do. Tenure of teachers and sabaticals for teachers were frowned upon and hopes of ridding education of teachers who do not perform at maximal levels of expertise were expressed.

The market forces option maintains that a school system could become a marketplace in which schools must compete for the attendence of students. Most of those present thought this view was not feasible, and

that competition would not raise the overall levels of learning. This view would serve those children whose parents have the energy and knowledge to make good choices and leave the other schools worse off than before. A consensus of the group was to concentrate on making public education as a whole better and provide a quality education to children in their own neighborhoods.

The fourth choice involves the concept of the whole community as a "school," and emphasizes learning through doing. Businesses, civic, cultural, and government agencies would all offer learning experiences guided and monitored by professional school staff. Most of the people in the group thought that private citizens and businesses should not be responsible for doing the state's job and that this view would attach major importance to the community in which one resides-some communities being better equipped to "teach" students than others. One group member pointed out that local cultural institutions are not sufficiently taken advantage of. This member thought Belle Plaine schools should offer more field trips to the Twin Cities cultural resources, and less field trips to distant sites, such as Chicago or Florida.

On the local level, everyone agreed that bilingual education should begin in the elementary schools. One member of the group mentioned that because Spanish may well become the national second language it should be taught from Kindergarten up, and that German classes could be offered over and above the Spanish classes to students who choose to take them. Most of the group members agreed that those of us living in Belle Plaine have a good school system. However, meeting the educational needs of the children in the future may be more difficult because of the diverse problems associated with learning disabilities, single parenting, and abusive life situations for children. How can the schools meet the needs of all children-and should they? These were a few questions discussed also.

As a group, it was decided that the information discussed at the forum should be summarized and sent to the local school board, the local newspaper, and our state representatives.

cc: Carol Molnau
Terry Johnston
Belle Plaine Herald
District 716 School Board
Barbara Colhapp

PRE-FORUM BALLOT

CRIMINAL VIOLENCE: WHAT DIRECTION NOW FOR THE WAR ON CRIME?

One of the reasons people participate in the National Issues Forums is that they want leaders to know how they feel about the issues. So that we can present your thoughts and feelings about this issue, we'd like you to fill out this ballot before you attend Forum meetings (or before you read this book if you buy it elsewhere), and a second ballot after the Forum. Before answering any of the questions, make up a three-digit number and fill it in the box below.

The moderator of your local Forum will ask you to hand in this ballot at the end of the session. If you cannot attend the meeting, send the completed ballot to National Issues Forums, 100 Commons Road, Dayton, Ohio 45459-2777.

Fill in your three-digit number here [111]

1. In the U.S., which of the following are the most important causes of violent crime?	Most Important	Somewhat Important	Not At All Important
a. Criminals think they can get away with crime, or at least get off easy if caught.	☒	☐	☐
b. Social and economic problems such as the breakdown of the family, the prevalence of drugs, and joblessness.	☒	☐	☐
c. The criminal justice system is more concerned with legal technicalities (such as how evidence was obtained) than with real justice.	☐	☒	☐
d. The criminal justice system fails to keep chronic criminals who are responsible for a majority of violent crime locked up.	☒	☐	☐

2. What about in your **community**? Which of the following are the most important causes of violent crime there?	Most Important	Somewhat Important	Not At All Important
a. Criminals think they can get away with crime, or at least get off easy if caught.	☒	☐	☐
b. Social and economic problems such as the breakdown of the family, the prevalence of drugs, and joblessness.	☐	☒	☐
c. The criminal justice system is more concerned with legal technicalities (such as how evidence was obtained) than with real justice.	☒	☐	☐
d. The criminal justice system fails to keep chronic criminals who are responsible for a majority of violent crime locked up.	☒	☐	☐

NATIONAL ISSUES FORUMS

(over)

3. Below are different approaches this nation can take in dealing with crime, each one involving trade-offs and sacrifices. Please rank the approaches on a 1 to 3 scale, with 1 being the approach you prefer most and 3 being the approach you favor least:

Deterrence is the basis of any effective crime strategy: we need to make it easier to apprehend, convict, and keep criminals in jail, *even if* this means more restrictions on our civil liberties.	2
To make real progress with crime we must deal with the root societal problems which cause it: we need programs which deal with the lack of education and jobs, poverty and social inequalities, *even if* these programs will be costly.	1
We need to focus the resources of the criminal justice system on violent, repeat offenders, *even if* this means devoting fewer resources to less serious criminals.	2

4. Different people propose different programs that they think will reduce violent crime in this country. For each of the following, please indicate whether you think it will probably work or probably won't work:

	Will Probably Work	Probably Won't Work	Not Sure
a. Build more prisons and hire more law enforcement officials so that more criminals are caught and locked up.	☒	☐	☐
b. Establish rehabilitation programs in all prisons to teach inmates work habits and job skills.	☒	☐	☐
c. Implement alternative sentencing for nonviolent offenders but make sure violent criminals are isolated from society.	☐	☐	☒
d. Redistribute criminal justice resources to increase spending for special programs designed to track and apprehend chronic criminal offenders.	☐	☐	☒

5. Here are some arguments for and against **Choice #1 — Deterrent Strategy: Getting Tougher on Criminals.** Whether you favor this choice or not, please indicate whether you agree or disagree with the following arguments. (Check one for each argument.)

	Agree	Disagree	Not Sure
a. Mandatory sentencing will improve the public's safety by making sure individuals who commit serious crimes serve time in prison and are removed from contact with the community.	☒	☐	☐
b. Building more prisons and imposing harsher sentences on offenders will not reduce crime — as long as the root causes of crime are unaddressed, new criminals will simply take the place of those in prison.	☐	☐	☒
c. The idea of simply putting all criminal offenders in prison is an appealing but counterproductive solution — many offenders become hardened and more dangerous as a result of being in prison.	☐	☒	☐

(next page)

6. Here are some arguments for and against **Choice #2 — Preventive Strategy: Attacking Crime at Its Roots.** Whether you favor this choice or not, please indicate whether you agree or disagree with the following arguments. (Check one for each argument.)

	Agree	Disagree	Not Sure
a. In the long run, it will cost less to rehabilitate offenders and make them contributing members of society than to keep them locked up.	☒	☐	☐
b. Rehabilitation programs in prisons will not change the criminal behavior of most serious offenders — they must be isolated from the community.	☐	☒	☐
c. Trying to fight crime with programs aimed at serious social problems such as drugs and the breakdown of the family will cost a lot of money and accomplish very little.	☐	☒	☐

7. Here are some arguments for and against **Choice #3 — Selective Incapacitation Strategy: Targeting the Violent Few.** Whether you favor this choice or not, please indicate whether you agree or disagree with the following arguments. (Check one for each argument.)

	Agree	Disagree	Not Sure
a. A small number of offenders are responsible for a disproportionate amount of violent crime: focusing our limited resources on these criminals is the most realistic hope we have for making our society safer.	☐	☒	☐
b. By concentrating our resources on isolating a group of violent, repeat criminals rather than dealing with the social conditions which create them, we all but guarantee that the crime problem will worsen.	☐	☒	☐
c. Selective incapacitation requires judges to assess a criminal's violent potential — some people might receive arbitrary or unfair sentences.	☒	☐	☐

8. Is there more or less crime in your community than there was a year ago? (Check one.)

- **a.** More ☐
- **b.** Same ☑
- **c.** Less ☐
- **d.** Not Sure ☐

(over)

9. In your community, do you think that violent crime is more of a problem than it was ten years ago, less of a problem than ten years ago, or is it about the same? (Check one.)

- **a.** More ☑
- **b.** Same ☐
- **c.** Less ☐
- **d.** Not Sure ☐

10. In the last year or so, have you or has anyone in your immediate family been the victim of a violent crime? (Check one.)

- **a.** Yes ☐
- **b.** No ☑
- **c.** Not Sure ☐

11. Which of these age groups are you in? (Check one.)

- **a.** Under 18 ☐
- **b.** 18-29 ☑
- **c.** 30-44 ☐
- **d.** 45-64 ☐
- **e.** 65 or over ☐

12. Are you a:

- **a.** Man ☐
- **b.** Woman ☑

13. Are you:

- **a.** Married ☐
- **b.** Single ☑
- **c.** Divorced ☐
- **d.** Widowed ☐
- **e.** Other (Specify:_____) ☐

14. What was the last level of school that you completed?

- **a.** Grade school or less ☐
- **b.** Some high school ☑
- **c.** High school graduate ☐
- **d.** Vocational/technical school ☐
- **e.** Some college ☐
- **f.** College graduate ☐
- **g.** Postgraduate work ☐

15. Do you have any children?

- **a.** Yes ☑
- **b.** No ☐

16. Do you consider yourself: (Check one.)

- **a.** White ☑
- **b.** Black or Afro-American ☐
- **c.** Hispanic ☐
- **d.** Asian ☐
- **e.** Other (Specify:_____) ☐

17. Which of the following income categories best describes your total 1991 household income?

- **a.** Less than $10,000 ☐
- **b.** $10,000 to $24,999 ☑
- **c.** $25,000 to $49,999 ☐
- **d.** $50,000 to $74,999 ☐
- **e.** Over $75,000 ☐

18. What is your profession? ADL 28 yrs CNA - Student

19. What is your ZIP CODE? 55319

POST-FORUM BALLOT

CRIMINAL VIOLENCE: WHAT DIRECTION NOW FOR THE WAR ON CRIME?

Now that you've had a chance to read the book or attend a Forum discussion we'd like to know what you think about this issue. Your opinions, along with thousands of others who participated in this year's Forums, will be reflected in a summary report prepared for participants as well as elected officials and policymakers working on this problem. Some of these questions are the same as those you answered earlier. Before answering any of the questions, write your three-digit number in the box below.

Please hand this to the Forum leader at the end of the session, or mail it to National Issues Forums, 100 Commons Road, Dayton, Ohio 45459-2777.

Fill in your three-digit number here [44]

1. What do you think are the major elements of a workable anti-crime strategy that would simultaneously protect civil liberties as well as stop violent crime?

Teaching self-esteem before school age employed parents

2. In the U.S., which of the following are the most important causes of violent crime?	**Most Important**	**Somewhat Important**	**Not At All Important**
a. Criminals think they can get away with crime, or at least get off easy if caught.	[X]	[ ]	[ ]
b. Social and economic problems such as the breakdown of the family, the prevalence of drugs, and joblessness.	[X]	[ ]	[ ]
c. The criminal justice system is more concerned with legal technicalities (such as how evidence was obtained) than with real justice.	[ ]	[X]	[ ]
d. The criminal justice system fails to keep chronic criminals who are responsible for a majority of violent crime locked up.	[X]	[ ]	[ ]

3. What about in your **community**? Which of the following are the most important causes of violent crime there?	**Most Important**	**Somewhat Important**	**Not At All Important**
a. Criminals think they can get away with crime, or at least get off easy if caught.	[X]	[ ]	[ ]
b. Social and economic problems such as the breakdown of the family, the prevalence of drugs, and joblessness.	[X]	[ ]	[ ]
c. The criminal justice system is more concerned with legal technicalities (such as how evidence was obtained) than with real justice.	[X]	[ ]	[ ]
d. The criminal justice system fails to keep chronic criminals who are responsible for a majority of violent crime locked up.	[X]	[ ]	[ ]

NATIONAL ISSUES FORUMS

(over)

4. Below are different approaches this nation can take in dealing with crime, each one involving trade-offs and sacrifices. Please rank the approaches on a 1 to 3 scale, with 1 being the approach you prefer most and 3 being the approach you favor least:

Deterrence is the basis of any effective crime strategy: we need to make it easier to apprehend, convict, and keep criminals in jail, *even if* this means more restrictions on our civil liberties.	3
To make real progress with crime we must deal with the root societal problems which cause it: we need programs which deal with the lack of education and jobs, poverty and social inequalities, *even if* these programs will be costly.	1
We need to focus the resources of the criminal justice system on violent, repeat offenders, *even if* this means devoting fewer resources to less serious criminals.	2

5. How do you think **your discussion group** ranked the three approaches on a 1 to 3 scale?

Deterrence is the basis of any effective crime strategy: we need to make it easier to apprehend, convict, and keep criminals in jail, *even if* this means more restrictions on our civil liberties.	3
To make real progress with crime we must deal with the root societal problems which cause it: we need programs which deal with the lack of education and jobs, poverty and social inequalities, *even if* these programs will be costly.	1
We need to focus the resources of the criminal justice system on violent, repeat offenders, *even if* this means devoting fewer resources to less serious criminals.	2

6. Different people propose different programs that they think will reduce violent crime in this country. For each of the following, please indicate whether you think it will probably work or probably won't work:

	Will Probably Work	Probably Won't Work	Not Sure
a. Build more prisons and hire more law enforcement officials so that more criminals are caught and locked up.	☐	☒	☐
b. Establish rehabilitation programs in all prisons to teach inmates work habits and job skills.	☐	☒	☐
c. Implement alternative sentencing for nonviolent offenders but make sure violent criminals are isolated from society.	☒	☐	☐
d. Redistribute criminal justice resources to increase spending for special programs designed to track and apprehend chronic criminal offenders.	☐	☒	☐

(next page)

7. Here are some arguments for and against **Choice #1 — Deterrent Strategy: Getting Tougher on Criminals.** Whether you favor this choice or not, please indicate whether you agree or disagree with the following arguments. (Check one for each argument.)

	Agree	Disagree	Not Sure
a. Mandatory sentencing will improve the public's safety by making sure individuals who commit serious crimes serve time in prison and are removed from contact with the community.	☒	☐	☐
b. Building more prisons and imposing harsher sentences on offenders will not reduce crime — as long as the root causes of crime are unaddressed, new criminals will simply take the place of those in prison.	☐	☒	☐
c. The idea of simply putting all criminal offenders in prison is an appealing but counterproductive solution — many offenders become hardened and more dangerous as a result of being in prison.	☒	☐	☐

8. Here are some arguments for and against **Choice #2 — Preventive Strategy: Attacking Crime at Its Roots.** Whether you favor this choice or not, please indicate whether you agree or disagree with the following arguments. (Check one for each argument.)

	Agree	Disagree	Not Sure
a. In the long run, it will cost less to rehabilitate offenders and make them contributing members of society than to keep them locked up.	☒	☐	☐
b. Rehabilitation programs in prisons will not change the criminal behavior of most serious offenders — they must be isolated from the community.	☒	☐	☐
c. Trying to fight crime with programs aimed at serious social problems such as drugs and the breakdown of the family will cost a lot of money and accomplish very little.	☐	☒	☐

9. Here are some arguments for and against **Choice #3 — Selective Incapacitation Strategy: Targeting the Violent Few.** Whether you favor this choice or not, please indicate whether you agree or disagree with the following arguments. (Check one for each argument.)

	Agree	Disagree	Not Sure
a. A small number of offenders are responsible for a disproportionate amount of violent crime: focusing our limited resources on these criminals is the most realistic hope we have for making our society safer.	☒	☐	☐
b. By concentrating our resources on isolating a group of violent, repeat criminals rather than dealing with the social conditions which create them, we all but guarantee that the crime problem will worsen.	☐	☒	☐
c. Selective incapacitation requires judges to assess a criminal's violent potential — some people might receive arbitrary or unfair sentences.	☒	☐	☐

10. What is your ZIP CODE? 55379

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